THE COMMUNITY DEVELOPMENT FACILITATOR'S GUIDE

A TOOL TO SUPPORT THE COMMUNITY DEVELOPMENT HANDBOOK

Written by
Anne Smith and Flo Frank
for Human Resources Development Canada

This project was sponsored by the Labour Market Learning and Development Unit at Human Resources Development Canada (HRDC).

Copies of this guide, as well as the related *Community Development Handbook*, in both French and English, are available from the HRDC Internet website at http://www.hrdc-drhc.gc.ca/community

For further information you may contact:
Labour Market Learning and Development Unit
Human Resources Development Canada
5th Floor, Place du Portage IV
140 Promenade du Portage
Hull, Québec K1A OJ9

Telephone: (819) 953-7370
Fax: (819) 997-5163
E-mail: learning-apprentissage.lmld-apmt@hrdc-drhc.gc.ca

Author: Anne Smith
c/o J. A. Smith Consulting Ltd.
10934 - 66 Avenue, Edmonton, Alberta T6H 1Y2
Telephone: (780) 437-6749
e-mail: jasmith@compusmart.ab.ca

Author: Flo Frank
c/o Common Ground Resource Group Inc.
Box 39, Meacham, Saskatchewan S0K 2V0
Telephone: (306) 376-2220
e-mail: flofrank@sk.sympatico.ca

© Minister of Public Works and Government Services Canada 1999
Cat. No. MP33-13/1-1999E
ISBN: 0-622-28234-5

TABLE OF CONTENTS

FACILITATOR INFORMATION 1

WORKSHOP EXERCISES 15

Exercise 1 - Introductions 17
Exercise 2 - Workshop Purpose and Expectations 19
Exercise 3 - Understanding the Terms 23
Exercise 4 - When Does Community Development Happen? 27
Exercise 5 - The Community Development Process 29

OPTIONAL EXERCISES:

A - Building support for community development 31
B - Creating a community development plan (the strategic planning process) 33
C - Understanding the community (community assessment) 35
D - Common implementation issues and concerns 37
E - Maintaining momentum 39
F - Leadership issues in community development 41
G - Community development partnerships 45
H - Building on community capacity 47
I - Funding issues and strategies 49

Exercise 6 - Attitude, Knowledge and Skills 53
Exercise 7 - Approaches to Problem Identification and Solutions 55
Exercise 8 - Wrap-up and Evaluation 57

APPENDIX A - Pre-Workshop Questionnaire 59
APPENDIX B - Pre-Workshop Letter 61
APPENDIX C - Sample Agendas 64
APPENDIX D - Community Development Action Plan 65
APPENDIX E - Community Readiness Checklist 66
APPENDIX F - Community Development Catalyst Questionnaire 68
APPENDIX G - Attitude, Knowledge and Skills Self-Assessment 71
APPENDIX H - Evaluation Form 73

FACILITATOR INFORMATION

1. Objectives of the Community Development Workshop

104-01076/

This *Facilitator's Guide* is designed to assist in facilitating a community development workshop with people who have read *The Community Development Handbook: A Tool for Building Community Capacity*. The *Handbook* was created by the Labour Market Learning and Development Unit of Human Resources Development Canada. It was designed to support the understanding and effective application of community development. Holding workshops is another way to build community development capacity.

The objective of the community development workshop is to:

- provide participants with an opportunity to explore community development;
- gain a better understanding of the information and issues presented in the *Handbook*;
- spark, rekindle and reaffirm interest in community development; and
- allow participants to apply, in a workshop setting, some of the learnings from the *Handbook*.

2. What Is Required?

In order to effectively facilitate this workshop:

- You must have a thorough knowledge of the material contained in *The Community Develop Handbook: A Tool for Building Community Capacity* and be prepared to answer questions at it. You may also wish to read other material on community development to enhance your knowledge of the subject.
- You must be able to take the information contained in the *Handbook* and use it to develop presentations, where these might be required.
- You must also be skilled in group facilitation and have a variety of facilitation tools at hand. This is very important as you may have to adapt the agenda and respond to a variety of ques from participants, which will only emerge during the course of the session.
- You must have a very clear understanding of what the participants want to accomplish by th of the workshop and the means to guide the group to this end.

3. Workshop Participants

Workshop participants will come from a wide range of experiences and organizations. They may be:

- individuals who are not connected in any way other than the desire to learn about community development;
- community members who are interested in community development and want to explore the concept;
- community members who are seriously considering initiating a community development process or are in the early stages of community development activity; or
- individuals who are actively involved in a common community development experience and want to explore some topics in greater depth.

The motivation to undertake a facilitated session on community development will vary. Some of the most common reasons are:

- people want to understand the community development concept and process in a general sense;
- they want to discuss and understand the application of the community development process within their own community;
- they are involved in a community development process and want to gain insight into how to maintain momentum, solve problems and advance their community development efforts; or
- they have experience in community development but have reached an impasse and require assistance to move forward.

4. Responding to the Priorities of Workshop Participants

It is important to understand the nature of the group you are facilitating. This will impact upon t learning priorities and, therefore, the structure and content of the workshop. You will need to ad the material in both the *Handbook* and this *Guide* to match the specific needs of your particip

The interests and needs of participants will be diverse. It is important, therefore, to obtain as mu information as possible about the participants ahead of time. You will need to know about them individuals and about their past community development experience. You should also learn abo any community development initiatives with which they are presently involved or with which th may become involved after this workshop.

All of this information will provide you with an understanding of the content areas and issues (identified within the *Handbook*) upon which workshop participants want to focus. Each worksh group will have different priorities and interests. Your job as a facilitator is to design a workshop responds to these interests and priorities.

Advance knowledge and understanding is particularly important if participants have previous community development experience or are actively involved in community development. In all likelihood, these people have specific concerns and interests they wish to explore. Ask participa provide background information on the vision, goals and activities of their community developn efforts. This information will provide a context for you and will help to anticipate issues and cor that may arise during the workshop.

Obtaining the above information from participants, in advance of the workshop, can be done in variety of ways:

1. You can arrange a meeting with a representative(s) of the participant group ahead of time and discuss the needs, interests and expectations of the group. This is certainly the best way obtain information.

2. You can design and have participants complete a "pre-workshop questionnaire" that identifies their interests and expectations about the workshop. A sample of such a questionnaire is provided in Appendix A.

3. You can send a fax, e-mail or letter to the participants outlining your planned approach to the workshop. Ask them to provide feedback on the objectives and agenda. A sample of such a letter is in Appendix B. Additional information, which you may need to send out to participants, could be easily integrated into the text of this letter.

By seeking out the interests, priorities and expectations of participants, you will be in a better position to design the workshop and chose the most appropriate exercises for use during the session.

Regardless of the advance work done, it is important to review the objectives and the process with participants at the beginning of the workshop. Ask participants to identify their expectations for the workshop and record these. This will allow you to refer back to these expectations during the session and can be a very useful tool in summarizing the results of the workshop.

No matter how much consultation takes place prior to the workshop, issues and ideas will be sparked during the workshop itself. You should keep a running list of issues for discussion, as they come up during the exercises. Simply write the issues on a sheet of paper and address them at an appropriate time during the workshop or as part of your wrap-up.

There may be issues raised with which you are not able to deal, either because of a lack of time or knowledge. You can either state that you will obtain answers and get back to the participants with the information or suggest that participants work on the issues and share their findings post-workshop.

5. Workshop Options

The interests of participants and the time that is available will determine the content areas that a explored in a particular workshop and the depth of this exploration. The recommended minimu time for a workshop is three and a half hours. Less time than this will make it very difficult to ex the community development concept and process in a participatory and interactive manner.

There is enough material in *The Community Development Handbook* to develop a three- or fou workshop. However, experience suggests that the majority of people will be interested in a one- two-day workshop.

Regardless of the length of the workshop, every workshop should consist of the following parts:

1. an introduction,
2. a review of the purpose of the workshop and of participant expectations,
3. a series of topic overviews and exercises,
4. identification of issues discussion of those issues, and
5. a closeout consisting of the development of next steps and completion of a session evaluatio

The following content areas should be covered:

- Understanding the terms
- When does community development happen?
- Overview of the community development process

- Attitude, knowledge and skills needed for community development
- Approaches to problem identification and solutions

The time and emphasis given to each of these topic areas will depend upon the interests and priorities of workshop participants.

You may also wish to establish a common ground for discussion. As one of the purposes of this workshop is to reinforce learning through practical application, there needs to be some common understanding of the situation in which participants either find themselves at the time of the workshop or may find themselves in the future. If the participants are all involved with the same community development initiative, they should all be using this experience as a base for their discussion. If this is not the case (and the odds are that it will not be), then you will have to discuss this with the participants. It may be that, through discussion, participants themselves can come up with a common initiative which would lend itself to using the community development approach.

The next section of this *Facilitator's Guide*, "Workshop Exercises", provides an overview exercise for each of the topic areas listed above. Where appropriate, additional exercises are provided to explore aspects of the content area in more depth. Facilitators need to be aware, as they review the exercises, that some are appropriate for participants new to community development, while others are designed for those actively involved in the process or more experienced in the field. As well, some exercises are linked so that, if you decide to do one, you might also consider doing the linked exercise.

Examples of possible agendas for a one-day and a two-day workshop are provided in Appendix C.

6. Workshop Logistics

As the facilitator it is your responsibility to make sure that all logistical arrangements are made f workshop. This may involve doing it yourself or confirming that someone else has made all nec arrangements associated with the workshop. Assume nothing! Double check all arrangements.

An ideal workshop group is between 12 and 16 participants.

You will need as large a room as you can locate or afford. Arrange seating in the room in a U-sh or circle to promote participation and discussion. Avoid rows of chairs in a lecture or classroom format. If you are planning small group discussion during the workshop think through, in advan how you will structure these groups.

Refreshment breaks can be scheduled during the natural breaks in the workshop. Arrange for refreshments to be brought in, or ensure that participants understand that they should get their o and return quickly to the room. When the schedule is tight, extended breaks will seriously compromise delivery of the workshop.

The Community Development Handbook is prerequisite reading for all workshop participants sc copy should be sent to them as far in advance of the workshop as possible. Be prepared for the that not all participants will have read the *Handbook* in advance of the workshop, even if they received it in ample time. When this is the case, you must be able to provide the basic informat successfully undertake the workshop exercises.

The "Lessons from Experience" segments of the *Handbook* provide very useful information summaries. It is suggested that you refer to these segments as you prepare the introductions and conclusions of each exercise. In addition, you will want to use specific examples of community development activity throughout the workshop. You may have examples of your own or be able use the experience of participants. Examples of success stories are provided throughout the *Handbook*, and you may wish to refer to these to reinforce and to give a context for learning.

All of the content of this *Facilitator's Guide* and *The Community Development Handbook* is available on the Internet at http://www.hrdc-drhc.gc.ca/community. You may download this and then amend any of the material you wish. This will enable you to create your own handouts and/or amend any of those provided in the appendices to this *Guide*.

7. Delivery Methodology

As you read through the exercises outlined in this *Facilitator's Guide*, you will see that the majority of exercises suggest that you use the small group discussion followed by reporting back to the plenary group as the methodology. The reason this methodology has been suggested is to promote discussion and the sharing of ideas.

Small groups should ideally consist of 5 to 7 participants but this will depend upon the total number of participants. There should be at least 3 participants in each group to permit some diversity of opinion but no more than 8, at which point discussion can become unwieldy. It is recommended that you switch the membership of small groups to further stimulate discussion.

If you have a small group of participants to begin with, you may want to go solely with plenary discussions.

Another method you may want consider is having discussion in the plenary session followed by individual reflection and comments.

Determine for yourself which method of delivery is best for your own situation and for your own comfort. The key in any case is to use the questions provided in each exercise to promote discussion and learning.

8. Workshop Supplies

The following supplies will be required:

- flip chart stand(s) and paper,
- marking pens,
- masking tape,
- pens and paper for the participants,
- Post-it™ notes or stickers for exercises and
- copies of any handouts to be used.

9. Tips for Facilitation

The following tips are offered to support you in your role of facilitator:

- Be flexible. Plan your process in advance, but be ready to change or adapt it to meet the needs of the group.
- Don't make the process too complex. You do not want the process to get in the way of learning and discussion. The larger the group, the simpler the process should be and the tools used.
- Don't try to cram too much activity into the time you have. Allow time for meaningful discussion. Often, the sharing of ideas and discussion has the most value for participants.
- Gain as much understanding as possible about the group and their objectives in advance of the session (numbers, work done to date, issues and concerns).
- There is a balance to strike between giving people time to express themselves and keeping the process on track.
- Think through the issues or problems that may arise in the facilitated session and know how you will respond.
- Ensure that all participants have a common understanding of the purpose and intended results of the session.
- An introductory exercise is always advisable as it breaks the ice and allows you to develop rapport with the group.
- Effective group facilitation requires trust. Trust is developed when you are genuine in your interest and desire to make the facilitated session beneficial for participants.

- Humour is important. It is a non-threatening way for participants in a group to see issues or acknowledge problems.
- Remember that your job is to keep the process on track, and not to dominate discussion or n decisions for the group.
- Ask questions. As a neutral party, you can help a group think through issues by simply asking questions.
- You must trust that the group will take responsibility for its own learning and problem-solvin Your role is to provide a structure or support for doing this.
- The key skills for facilitation are listening, synthesizing discussion and identifying ways to m the discussion or learning forward.
- If conflict is occurring and/or discussion is getting bogged down or unproductive, acknowlec take a time out, then resolve it.
- Ask for evaluative feedback. Learn from your experience.

10. Revisions to this Facilitator's Guide

Learning is ongoing, and this publication is designed to incorporate new learning and experience. This guide was prepared to allow for revisions based on your feedback. For this reason, you are asked to contact HRDC (at the address listed below) and provide answers to the following questions:

- What worked for you?
- What didn't work?
- What was useful in this *Facilitator's Guide*?
- What was missing?

Do feel free, as well, to provide comments about *The Community Development Handbook*.

Mail your comments and suggestions to:
Labour Market Learning and Development Unit
Attn: Community Development Facilitator's Guide
Human Resources Development Canada
5th Floor, 140 Promenade du Portage
Hull, Québec K1A 0J9

Fax: (819) 997-5163

E-mail: learning-apprentissage.lmld-apmt@hrdc-drhc.gc.ca

WORKSHOP EXERCISES

Exercise 1 - Introductions

Timeframe: 15 minutes

Objective: To introduce yourself and to have the participants introduce themselves to each other.

Advance Preparation: None.

Exercise:

Introduce yourself to the workshop participants. Highlight your experience with community development and in facilitating group discussion.

Have the participants introduce themselves to you and to one another. If participants are new to community development, ask each individual to tell the group why they are interested in it as they introduce themselves.

If participants are NOT new to community development, ask them to briefly explain their experience with it. This will provide you with some understanding of the dynamics of the group.

Don't assume that everyone knows each other well. You may choose to use a fun icebreaker if you wish but, ideally, it should (a) reflect some of the principles or concepts of community development and/or (b) use some of the skills required in community development.

Exercise 2 - Workshop Purpose and Expectations

Timeframe: 25 minutes

Objective: To review the purpose of the workshop.

Advance Preparation:

Write the workshop objectives on a flip chart or poster. You may also wish to prepare a handout of the objectives. It is likely that you will have to create your own set of objectives based on the needs of the participants although, in general terms, those stated at the beginning of the "Facilitator Information" section of this *Guide* should serve as your basis.

Make copies of the *Community Development Action Plan* (Appendix D) for each participant.

Exercise:

Review workshop objectives and ask for feedback. Amend objectives if required.

Ask participants to express any expectations that are not covered by the workshop objectives. Be sure to record participant's comments and refer to them as needed.

Review the agenda for the workshop explaining, if necessary and/or appropriate, that it is quite general.

Describe your role as facilitator.

Explain that, in order to facilitate discussion and to allow participants to reinforce their learning, concrete examples of community development initiatives or issues need to be used. With the group, determine what examples should be used.

In closing the exercise, hand out the *Community Development Action Plan* to each participant. Ask participants to use the Action Plan as a tool throughout the workshop to keep track of what are learning and information/ideas that are being generated. Let participants know that at the en the workshop they will be asked to share some of the ideas that they have recorded on their act plans.

Notes to Facilitator:

It is very important to confirm that all participants understand the objectives of the workshop as having an opportunity to express their expectations for the workshop. Post the workshop objecti and expectations where everyone can see them. Use this information at the end of the worksho ensure that participants' expectations have been met and to summarize the results of the worksh

Confirm that participants understand that your role is to assist the group explore the community development concept and process. As the facilitator you will keep them on track and provide a process to support their learning.

Exercise 3 - Understanding the Terms

This exercise has two components. If time is limited it is suggested that only Component One be undertaken.

Timeframe: 30 minutes for Component One and 65-75 minutes for Components One and Two combined.

Objective: To review the meaning of the terms "community development" and "community capacity building" and their inter-relationship.

Advance Preparation:

Carefully review Section I of the *Handbook*, "Understanding the Terms".

Write the instructions for the exercise on flip chart paper or create a handout that can be distributed to each participant.

Exercise:

Component One

Divide the participants into small groups. Give them 15 minutes, in their groups, to answer the following questions:

- How do you define the term "community development"?
- How do you define the term "community capacity building"?

Encourage participants to go beyond a simple one-sentence definition by outlining the defining characteristics of community development and community capacity building. They do not have take the definition from the *Handbook* into account.

Each small group should agree to and write down their definitions on a piece of paper or on the chart. Each group should select a spokesperson. After the fifteen-minute discussion period have spokesperson read out the definition.

To close the exercise have a brief discussion on what they see as the relationship between the community development and the community capacity building concepts.

Component Two

Extend the exercise by adding a third and fourth question to the small group discussion.
Ask participants to answer the following questions:

- Do you think that community development may be a useful approach for your community tc into and build upon its capacity? Why?

Give the small group 20 minutes to answer this question.

If the participants have community development experience, alter the above questions slightly to

- Has the community development approach been useful for your community to tap into and l upon its capacity? Why?

The key purpose of these additional questions is to bringing out the inter-relationship between th two concepts and how they are mutually reinforcing.

As outlined in Component One, each small group should again write down their answers to the questions, select a spokesperson and after the twenty-minute discussion period, read out their responses.

To close the exercise have a brief discussion on the relationship between the community development and community capacity building concepts. Reporting back and discussion will take longer given the additional questions, so allow an extra 15 minutes for this part of the exercise.

Notes to Facilitator:

The precise wording of the definition itself is less important than having it reflect the substance of the message contained in the *Community Development Handbook* (Pages 6 and 10 of the *Handbook* provides this information). What is important is to begin thinking about community development and capacity building and how they are related.

Key points to be emphasized include:

- Community development is a long-term process whereby community members come together to take collective action and generate solutions to common problems.
- The scope of community development varies depending upon the situation.
- The primary desired outcome of community development is improved quality of life.
- Capacity is simply the way and means needed to do what has to be done.
- Capacity is much broader than simply skills, people and plans; it also includes commitment, resources and all that is brought to bear on the process to make it successful.

- Community capacity building is based on the premise that it can be improved overtime.
- Community development and community capacity, although distinct, are inter-related conce

Exercise 4 - When Does Community Development Happen?

Note: This exercise has two components. If time is limited it is suggested that only Component One should be undertaken.

Time Frame: 35 minutes for Component One and 60-90 minutes for Component Two.

Objective: To have participants identify the conditions that support community development and to create an understanding of the importance of a community development catalyst.

Advance Preparation:

Read Section II of the *Handbook*, "When Does Community Development Happen".

Write the exercise questions on a flip chart and/or prepare a participant handout.

Make copies of the *Community Readiness Checklist* and the *Community Development Catalyst Questionnaire* found in Appendix E.

Be prepared to describe what a community catalyst is for the participants who have not read the *Handbook*.

Exercise:

Component One

Divide the participants into small groups. Give them 20 minutes, in their groups, to answer the following questions:

- What are the key conditions within your community that you believe will support (or which have supported) a successful community development effort?

- What are the key factors within your community that you believe might cause (or have caus resistance to a community development approach?

Each group should select a spokesperson to report back, highlighting at least three factors that contribute to a successful community development effort and at least three factors that can cause resistance.

To bring the discussion to an end, hand out the *Community Readiness Checklist* found in Apper E. Let participants know that this checklist is a tool that can be used to check out the readiness c their own community. Stress that these conditions and factors, in and of themselves, are not eno for a successful community development effort. Leadership is also required. Draw participants' attention to the segment of Section II of the *Handbook* that explores the issue of the community development catalyst. Hand out the *Community Development Catalyst Questionnaire* (Appendi> a tool that can be used to think through this issue. This portion of the exercise should take 15 minu

Component Two

At the conclusion of the above exercise distribute the *Community Readiness Checklist* found in Appendix E but, rather than asking participants to answer these questions later, ask each particip to take five minutes to fill in the questionnaire on their own.

After the questionnaire has been filled in, ask participants if they feel their community is ready? If not, what are some of the reasons? Record these reasons on flip chart paper. Brainstorm how t might be able to influence or change the conditions within their community that prevent commu development. Adding this component to the exercise will take an additional 25 minutes in total. In concluding this segment of the exercise ask participants to discuss how they could use this checklist in their own communities.

The same process can be applied to the *Community Development Catalyst Questionnaire* (Appendix F). Have participants answer the questions and then ask them to identify the questions that proved the most difficult to answer. Explore why these questions are hard to answer. Move to a general discussion of the motivation, skills and abilities needed if an individual is to be an effective catalyst. Adding this element to the exercise will take an additional 30 minutes. In concluding this segment of the exercise ask participants to discuss how they could use this checklist in their own communities.

Note: Component Two of this exercise should only be pursued if readiness is a top priority for participants.

Notes to Facilitator:

Be sure to stress the four prerequisites highlighted on Page 13 of the *Handbook*. If you are not going to undertake the exercise on community catalyst, it will be important to communicate to participants that these conditions alone are not enough. Provide a brief summary of the key points in the "The need for a catalyst" part of Section II of the *Handbook*.

Key points to emphasize include:

- Communities are dynamic. It is important to stress to participants that, if their community is not ready to launch a community development initiative, action can be taken to build the required conditions.
- Building support for community development takes time.
- It is better to not launch a community development effort if the community is not ready than to try and fail. It is very hard to recover from negative experience in community development.

- Community development catalysts do not have to be the source of all knowledge, skills and abilities. They do, however, have to know how to take the first steps and be open to the talei and ideas of others.
- The leadership role in community development will change over time.
- It is essential that community members themselves take ownership for the community development process.

Exercise 5 - The Community Development Process

Overview Exercise

Timeframe: 60 minutes

Purpose: To provide an overview of the community development process.

Advance Preparation:

Thoroughly read Section III of the *Handbook*, "Developing a Process".

Prepare a flip chart and/or handout that lists the four main components of the community development process.

Exercise:

You may decide that a short overview on the community development process would ensure common understanding for the discussion. If so, you can either provide a "short presentation" based on material from the *Handbook* or write the steps of the process on a flip chart and ask participants to explain what is involved at each step.

Divide the participants into small groups. Give each small group 25 minutes to:

- Create a one-sentence description of the results that are expected from each stage in the community development process.
- For each stage of the community development process, identify three factors that will help your community successfully undertake that stage in the process.

- Identify three pitfalls or mistakes that your community might make that would jeopardize the successful implementation of the community development process.

Have each group present their one-sentence descriptions for the results that are expected from e stage in the community development process. Then have a general discussion on the factors tha tend to support success and the factors that can undermine community development efforts. Ask participants if they have examples from their own experience to contribute to the discussion. If the group is well experienced, have them discuss the questions based on their knowledge.

Notes to Facilitator:

Section III of the *Handbook* provides a very comprehensive description of the community development process. You must have a good working knowledge of all the information in Sectic so that, as ideas are presented, you can add and elaborate upon them. The overview exercise outlined above can only touch the surface of this material.

Key points to emphasize include:

- There are four main components to the community development process and each is equally important.
- Communities are different so there is no one right way to undertake the stages of the commu development process.
- The key to success is to keep asking yourself if you are being true to the principles and value community development approach: participatory, inclusive, cooperative action.

Additional Options for Exercise #5 The Community Development Process

Optional Exercise A - Building Support for Community Development

Time Frame: 60 minutes

Objective: To have participants discuss how to apply the "Building Support" information in Section III of the *Handbook*.

Advance Preparation:

Thoroughly read Section III of the *Handbook*, "Developing a Process".

Exercise:

Divide the participants into small groups. Give them 20 minutes, in their groups, to answer the following questions:

- How could you create commitment among various interests and organizations to work together for the benefit of the community?
- What strategies can you employ to overcome resistance (by community members) to community development?

Have the small groups report on their discussion, summarize the main points and conclude the exercise.

Notes to Facilitator:

Key points to emphasize include:

- Take the time needed to build support, understanding and appreciation for community development.
- Review the community development experience of your community. Consider what has wor well in the past and what has not.
- Be sure there is a common understanding of what you want to do, why you are doing it, the expected benefits and the first steps that are required.
- It takes time to build support and commitment. Do not get discouraged.
- Develop an open communication process that enables community members to participate ir meaningful manner.

Optional Exercise B - Creating a Community Development Plan

Time Frame: 60 minutes

Objective: To have participants discuss how to apply the "Making A Plan" information in Section III of the *Handbook*.

Advance Preparation:

Thoroughly read Section III of the *Handbook*, "Developing A Process".

Create a flip chart representation on the seven steps that are needed to create a community development plan.

Exercise:

Divide the participants into small groups. Ask each group to think of community development success stories and failures of which they are aware. Share these stories within the small groups. If participants cannot identify community development examples, ask them to think about any activities they have planned.

After participants have done this, ask them to reflect on and discuss the insights these examples offer about the community planning process. Use this information to fill in the following two statements:

1. A successful community development planning exercise is characterized by...

2. You know a community planning exercise is in trouble when...

Give the small groups 35 minutes to undertake this work.

Ask each small group to identify a spokesperson who will provide the group's answers to the ab statements. Have each group report back to the group as a whole. Promote a general discussion this issue and conclude by providing a summary of the main points.

Notes to Facilitator:

Key points that you may wish to emphasize are:

- Remind participants that planning is a tool not an end in itself.
- Follow the logic of the strategic planning process but adapt and change the language and approach to meet local needs.
- Focus on common ground rather than differences.
- Make sure your planning process is open and that it is led by an individual with effective grc process skills. This person should be viewed as being objective or neutral.

Optional Exercise C - Understanding Your Community - Community Assessment

Time Frame: 60 minutes

Objective: To have participants discuss the key questions that need to be considered in the community assessment process.

Advance Preparation:

Thoroughly read Section III of the *Handbook*, "Developing A Process" and the "Understanding Your Own Community" segment of Section V of the *Handbook*.

Prepare a flip chart or poster that defines community assessment: "A community assessment is a process designed to gather information and data about your community".

Exercise:

Divide the participants into small groups. Give them 30 minutes, in their groups, to answer the following questions:

- What are the key questions that you believe must be answered as part of a community assessment in order to better understand your community?
- What do you see as a useful starting point for developing answers to the key questions you have identified?
- What sources and approaches can be used to obtain this information?

Each small group should report back on how they answered these three questions. Have a gene discussion on what a community assessment is designed to achieve and where and how the necessary information can be obtained.

Notes to Facilitator:

The "Understanding Your Own Community" segment of Section V of the *Handbook* provides a useful starting point and common sources of information for undertaking community assessments. This information is useful when providing an overview for this discussion topic.

Key points that you may wish to emphasize are:

- Do not let the community assessment process become an end in itself.
- Be sure that you are collecting information for a purpose, not just for its own sake. Make sur community members know what the purpose is.
- Remember that community members are experts about their own community — go to the so

Optional Exercise D - Common Implementation Issues and Concerns

Time Frame: 75 minutes

Objective: To have participants discuss how to apply the "Implementing and Adjusting the Plan" information in Section III of the *Handbook*.

Advance Preparation:

Thoroughly read Section III of the *Handbook*, "Developing a Process".

Exercise:

Divide the participants into small groups. Give them 35 minutes, in their groups, to:

- Brainstorm the implementation issues and concerns that have arisen in your community as you have implemented community development plans.
- Review the list and identify the three issues and concerns that are most problematic or difficult for communities to address.
- Develop strategies to address the three most problematic issues for communities.

Have each small group share the three issues and concerns and the strategies they have developed to resolve these issues. Have a general discussion and provide a summary of issues and conclusions that arise from this discussion.

Notes to Facilitator:

Key points that you may wish to emphasize are:

- All communities will face implementation issues and concerns as community development i dynamic process.
- Creating opportunities for individuals and groups to express their concerns is essential.
- Do not make small problems into large ones by ignoring them. Acknowledge issues and con as they arise and take action to resolve them as quickly as is possible.

Optional Exercise E - Maintaining Momentum

Objective: To have participants discuss how to apply the "Maintaining Momentum" information in Section III of the *Handbook*.

Time Frame: 45 minutes

Advance Preparation:

Thoroughly read Section III of the *Handbook*, "Developing a Process".

Exercise:

As a whole group, brainstorm the following:

- What is needed to maintain the momentum of the community development process?
- What strategies can be used to maintain momentum in your community?

Ask participants if they can provide concrete examples of how these strategies have been successfully used to maintain momentum.

Notes to Facilitator:

If you are undertaking different exercises later in the workshop that focus on one or more of the following, this exercise is not recommended due to the overlap in content:

- Leadership issues in community development
- Community development partnerships
- Building on community capacity
- Funding issues and strategies

Key points you may wish to emphasize are:

- Sustaining action is often harder to do than starting action.
- You need to think through the issue of maintaining momentum strategically. You can not leav to chance.

Think through how you will maintain momentum in your community development endeavor considering: leadership, partnerships, resources, communication, capacity, using your plan as a for action and using technical support and expertise.

Optional Exercise F - Leadership Issues in Community Development

Time Frame: 45 minutes

Objective: To have participants discuss the community development leadership information outlined in Section III of the *Handbook*.

Advance Preparation:

Thoroughly read Section III of the *Handbook*, "Developing a Process", particularly the segment on leadership.

Exercise:

Divide the participants into small groups. Give them 25 minutes, in their groups, to think of effective community leaders they have met or about whom they have heard. Ask participants to write, on a flip chart, the characteristics of these people. Then have participants review the characteristics and make one general statement: "An effective community development leader is..."

Bring the small groups back together and ask each group to read their leadership statement and give a brief overview of the characteristics they have identified. After this is done have a general discussion about strategies that could be put in place to develop and maintain effective leadership.

Notes to Facilitator:

If participants have no direct knowledge of an effective community development leader, adapt the question so that you are asking participants what they believe should be the characteristics of a successful leader.

Key points that you may wish to emphasize are:

- Leaders cannot undertake a community development process on their own.
- A community development leader needs to have the ability to motivate others.
- Thinking through community leadership issues and developing leaders over time is an impor part of the process.

Optional Exercise G - Community Development Partnerships

Time Frame: 60 minutes

Objective: To have participants discuss how to apply the "Partnership" information in Section III of the *Handbook*.

Advance Preparation:

Thoroughly read Section III of the *Handbook*, "Developing a Process", particularly the partnership section.

Create a flip chart or handout of the definition of partnership.

Exercise:

Provide an overview of what a partnership is and what it is not. Ask participants if they can identify either an existing community development partnership or one that could be pursued in their community. List the ideas.

Break participants into small groups and assign each group either an existing or a potential partnership idea. If there is only one partnership idea identified, then all small groups can work on the same one.

If the small group is exploring an existing partnership that requires strengthening, ask participants to answer the following questions:

- What is the purpose of the partnership?
- What actions/changes would make the partnership more effective?

- What strategies can be used to bring about these changes?
- Who should be involved?
- What results are desired?

If the small group is exploring a potential partnership, ask participants to answer the following questions:

- What would be the purpose of the partnership?
- Who might be involved?
- What results/accomplishments would we expect the partnership to achieve?
- What challenges/issues might need to be addressed in building this partnership?

Give the small groups 30 minutes to undertake this task.

Have each small group present the results from their discussion. Focus on the issues or challeng the partnership process regardless of whether you are just creating a partnership or building upo existing one. If all the groups are working on the same partnership idea, use the variety of respo and perspectives put forward to reinforce that having a clearly understood purpose and expecte of results is critical in developing and maintaining an effective partnership.

Notes to Facilitator:

The above exercise was designed for a group of participants that comes from a particular community. If the group is diverse it is suggested that you modify the exercise by having the small groups focus on the following questions:

- What do you believe are the benefits of a partnership?
- Who should be involved in a partnership?
- What are the characteristics of a successful partnership?
- What challenges/issues might need to be addressed in building an effective partnership?

Key points that you may wish to emphasize are:

- A clearly understood purpose, results, roles and responsibilities as well as a clear decision-making process are critical in developing and maintaining an effective partnership.
- Partnerships change and grow over time so do not be afraid to adjust and adapt the partnership arrangement.

Optional Exercise H - Building on Community Capacity

Time Frame: 45 minutes

Objective: To have participants discuss how to apply the "Building Community Capacity" information in Section III of the *Handbook*.

Advance Preparation:

Thoroughly read Section III of the *Handbook*, "Developing a Process", particularly the section on building community capacity.

Create a flip chart or handout of the definition of community capacity.

Ensure that you can easily access the definitions created in Exercise #3.

Exercise:

Provide an overview on what community capacity is and what building capacity involves. Use the information and insights gathered from the discussion that occurred as part of Exercise #3. Divide the participants into small groups. Give them 20 minutes, in their groups, to discuss:

- What can you do to develop a good understanding of the current capacity within your community? What key areas of capacity need to be considered?
- What support or help might you need to identify current capacity within your community?

The community capacity building information in Section III of the *Handbook* provides an overview of capacity issues that will support the facilitation of this exercise. The "Lessons from Experience" at the end of the segment of the *Handbook* provides useful points for a closing statement on community capacity building.

Notes to Facilitator:

If, prior to the workshop, you determine that participants wish to focus on the attitudes, knowlec and skills needed for community development, please refer to Exercise #6 on attitudes, knowled and skills.

Key points you may wish to emphasize are:

- Capacity building is often confused with community development.
- Capacity building is more than the attitudes, knowledge and skill of individuals.
- Capacity involves financial resources, physical resources and how the community has organized/structured its community development activities.

Optional Exercise I - Funding Issues and Strategies

Time Frame: 60 minutes

Objective: To have participants discuss how to apply the "Funding Community Development" information in Section III of the *Handbook*.

Advance Preparation:

Thoroughly read Section III of the *Handbook*, "Developing a Process", particularly the segment on funding community development.

Exercise:

Divide the participants into small groups. Give them 30 minutes, in their groups, to discuss:

- What are the primary reasons (list a minimum of three) an organization or individual should support your community development effort?
- What organizations or individuals are potential sources for financial support for the community development efforts?
- What information is required before you approach a potential funder?

Allow each small group 30 minutes to complete this task.

Have each small group provide their answers to the questions above. Use this information to promote a general discussion on funding. The "Lessons from Experience" at the end of the segment on funding community development in the *Handbook* provides useful points for a closing statement on fund development.

Notes to Facilitator:

Key points that you may wish to emphasize are:

- Creating a case for why an individual or organization should financially support your commu development efforts is critical.
- Background research must be done on potential funding sources.
- Develop a tailor-made approach for each funding source.

Exercise 6 - Attitude, Knowledge and Skills

This exercise has two components. If time is limited, it is suggested that only Component One be undertaken.

Timeframe: 35 minutes for Component One and 60 minutes for Components One and Two combined.

Objective: To develop an understanding of the attitudes, knowledge and skills required to undertake community development and to explore strategies for strengthening and/or developing them.

Advance Preparation:

Carefully review Section IV of the *Handbook*, "Attitudes, Skills and Knowledge".

Be sure that you are able to define the terms:

Attitude
Knowledge
Skills

Make copies of the *Attitude, Knowledge and Skills Self-Assessment* (Appendix G).

Exercise:

Component One

Provide a brief overview that defines the terms "attitude", "knowledge" and "skills". In the group as a whole, brainstorm the following:

- the attitudes needed for effective community development

- the knowledge areas needed for effective community development
- the skills needed for community development

After a brainstormed list has been created, provide participants with three small stickers. Ask participants to place a sticker on the attitude, the knowledge area and the skill that they believe most essential for effective community development. This will create a listing of the key attitude knowledge areas and skills that participants believe are most essential for skill development.

Focus on the attitudes, knowledge areas and skills with the most stickers and brainstorm strategi how these can each be acquired.

At the end of the exercise hand out the *Attitude, Knowledge and Skills Self-Assessment.* Let participants know that this is a useful tool for assessing whether they have the attitudes, knowledge and skills needed for community development.

Use the points summarized in "Lessons from Experience" from the *Handbook* to provide a closir overview to this exercise.

Component Two

Extend the exercise by handing out the *Attitude, Knowledge and Skills Self-Assessment* after you have completed the initial brainstorm. Ask each participant to fill in the self-assessment.

After the participants have filled in the questionnaire, ask them to share an attitude, knowledge a or skill where they feel personal development is required. Record these answers on a flip chart. as a group, develop strategies for developing what has been identified. If time permits work thro the whole list. If time does not permit then work through at least one attitude, one knowledge area and one skill.

Notes to Facilitator:

Key points you may wish to emphasize are:

- Stress that no one individual has to have, or will have, all the attitudes, knowledge and skills that are needed to undertake community development.
- Learning and developing attitudes, knowledge and skill can take place in a variety of ways. The trick is to know what you want to learn and then what learning approach works best for all involved.
- Set realistic learning expectations for yourself and/or your group — don't set yourself up to fail.

Exercise 7 - Approaches to Problem Identification and Solutions

Timeframe: 60 minutes. More time can be allotted if the participants all come from one community and this section is a primary area of interest to them.

Objective: To provide participants with an opportunity to discuss common community development problems and solutions.

Advance Preparation:

Carefully review Section V of the *Handbook*.

Exercise:

As a total group, ask participants to identify the problems that they believe most frequently occur in the design and implementation of the community development process. (If participants come from one community with experience in the community development process, ask them to brainstorm the problems they have experienced as they undertook the community development process.) Record the responses on a flip chart.

Provide each participant with three small stickers and ask them to identify the three problems that are of most concern to them personally. This will provide a prioritized list of community development problems.

Divide the group into small groups. Depending on the number of priority problems and the time available, assign one or more of these priority problems to each group and ask them to answer the following questions:

- What do you think are some of the warning signs that the problem exists?
- How can your community avoid this community development problem?

- What strategies can be put in place to solve the problem?

Ask each group to provide an overview of their responses to the three questions for each of the problem areas that have been assigned to them.

Notes to Facilitator:

Key points you may wish to emphasize are:

- As communities are dynamic, all community development processes will face issues and problems.
- The best way to avoid problems is to keep communication channels open, listen to concerns acknowledge when things are not working out as planned and respond to problems/concern the best of your ability.
- Disagreement and conflict cannot be avoided and often can produce beneficial results when addressed openly and with skill. However, avoiding or suppressing conflict or disagreement very effective way to undermine community development efforts.

Exercise 8 - Wrap-up and Evaluation

Timeframe: 30 minutes

Objective: To bring the workshop to conclusion by reviewing the workshop expectations identified at the beginning of the workshop, sharing the thoughts and ideas participants have recorded on their *Community Development Action Plans* and obtaining evaluative feedback on the workshop.

Advance Preparation:

Copies of the evaluation form, located in Appendix H.

Exercise:

Return to the workshop expectations created at the beginning of the workshop. Use this as a tool for reviewing the material that has been covered during the workshop. If an issue was not addressed, ask participants for ideas about how further learning could take place. Ask participants to share the key learning and next steps they have recorded on their Action Plans. If necessary, provide participants with 5 minutes to fill in their Action Plans if they have not had an opportunity to undertake this task.

At the end of the workshop it is important to get feedback from the participants as this will assist you in your next facilitation. Ask participants to complete the evaluation form.

Upon completion of the evaluation process, bring the workshop to a close by thanking everyone for their participation.

Notes to Facilitator:

Key points you may wish to emphasize are:

- The purpose of evaluation is to know if you are on track and if progress is being made.
- Learning about community development is an on-going process.
- Use community members and networks to identify other community development resources and approaches.

Appendix A

PRE-WORKSHOP QUESTIONNAIRE

In order to meet your specific learning needs please take a few minutes to complete this questionnaire. The feedback received from participants will be used to develop a workshop to meet your particular needs.

1. Have you been or are you currently involved in a community development initiative? If you have been or are involved in community development please provide a brief overview of the nature of this activity.

2. Please rank in order of preference, the following list of possible workshop topics. Start with "1" as the topic of greatest interest to you and "14" as the topic of least interest to you:

    _____ What is community development and what is its relationship to community capacity building?

    _____ When does community development happen? Checking the readiness of your community.

    _____ The community development process — an overview

    _____ Building support for community development

    _____ Creating a community development plan (the strategic planning process)

    _____ Understanding my community (community assessment)

    _____ Maintaining the momentum of a community development process

_____ Common implementation issues and concerns

_____ Leadership in community development

_____ Community development partnerships

_____ Building on community capacity

_____ Funding issues and strategies

_____ Attitude, knowledge and skills needed for community development

_____ Approaches to problem identification and solutions

3. Are there particular questions or concerns that you would like to see addressed in the worksl If so, please list these questions/concerns below:

4. Please attach any background information about community development activities you are plan to be involved in over the next six months.

Appendix B

PRE-WORKSHOP LETTER

Dear

I look forward to meeting you at our upcoming Community Development Workshop on (date). My role at the workshop will be to act as a facilitator. As you are aware, the purpose of the workshop is to build upon and explore the ideas presented in *The Community Development Handbook: A Tool for Building Community Capacity.*

As knowledge of the *Handbook* is essential, you must read the *Handbook* before attending the workshop. To ensure that that we discuss topics of greatest interest to you, I ask that you review the list of workshop topics provided below and identify the three topics of greatest interest to you. Please call, e-mail or fax this information to me no later than (date).

Workshop Topics

_____ What is community development and what is its relationship to community capacity building?

_____ When does community development happen?

_____ Checking the readiness of your community

_____ Understanding the community development process

_____ Attitude, knowledge and skills needed for community development

_____ Approaches to problem identification and solutions.

If there is a specific issue or question that you have with respect to these topic areas, please incl this information in your response. Your feedback will assist me to design a workshop that is responsive to your particular interests and learning needs.

Thank you for taking the time to do this. I look forward to seeing you on the (date).

Sincerely,

Phone:
Fax:
E-mail:

Appendix C

Example of an Agenda for a One-Day Community Development Workshop

9:00 - 9:15	Introductions
9:15 - 9:40	Review of Workshop Purpose and Expectations
9:40 - 10:10	Understanding the Terms
10:10 - 10:25	Break
10:25 - 11:00	Overview of the Conditions that Support Community Development
11:00 - 12:00	Overview of the Community Development Process
12:00 - 1:00	Lunch
1:00 - 1:45	Maintaining Momentum
1:45 - 2:45	Attitude, Knowledge and Skills Needed for Community Development
2:45 - 3:00	Break
3:00 - 4:00	Tips for Anticipating and Solving Problems — General Discussion
4:00 - 4:30	Wrap-up and Workshop Evaluation

Example of an Agenda for a Two-Day Community Development Workshop

Day One	
9:00 - 9:15	Introductions
9:15 - 9:40	Review of Workshop Purpose and Expectations
9:40 - 10:10	Understanding the Terms
10:10 - 10:25	Break
10:25 - 12:00	Overview of the Conditions that Support Community Development (all components)
12:00 - 1:00	Lunch
1:00 - 2:00	Overview of the Community Development Process
2:00 - 3:00	Building Support for a Community Development Plan
3:00 - 3:15	Break
3:15 - 4:15	Creating a Community Development Plan
4:15 - 4:30	Wrap-up for the Day

Day Two	
9:00 - 9:15	Comments and Thoughts from Day One
9:15 - 10:00	Maintaining Momentum
10:00 - 10:15	Break
10:15 - 11:15	Community Development Partnerships
11:15 - 12:00	Community Capacity Building
12:00 - 1:00	Lunch
2:00 - 3:00	Funding Issues
2:00 - 2:55	Attitude, Knowledge and Skills Needed for Community Development
2:55 - 3:10	Break
3:10 - 4:00	Tips for Anticipating and Solving Problems and General Discussion
4:00 - 4:30	Wrap-Up and Workshop Evaluation

Appendix D

Community Development Action Plan

What have I learned that I will use back in my community?

What are the questions for which answers must be sought?

Who (else) should be contacted about community development in my community?

What should we be doing toward community development?

What skills or knowledge do I, or my group, need to acquire to more effectively implement community development?

What should be my/our next steps?

Appendix E

A Community Readiness Checklist

Before initiating a community development process, you need to determine if the necessary conditions are in place within your community. To determine if your community is ready, gather sufficient information so that you can answer the following questions:

- Is there a common issue or challenge facing the community?
- Are community members aware of their power to act together to benefit the community?
- Can you think of examples where community members have acted together to achieve a common purpose?
- Is there potential for a community development process to be inclusive?
- Do you believe there is willingness in your community to identify common ground rather than focus on differences?
- Is community development understood as a process that will bring about change?

If the answer is "yes" to all the questions above, then your community is in a strong position to consider a community development initiative.

If, however, the answer to some or all of these questions is "no", you must seriously consider whether the timing for community development is right. Communities are ever changing, so the current situation will change over time. Think through what action is needed. Ask yourself if you can take an active role in creating some of the conditions needed to move forward.

Appendix F

Community Development Catalyst Questionnaire

Taking on the role of community development catalyst is important and requires careful thought. Do not begin the role if you are not going to be able to follow through with it.

As an individual you need to think about the following questions:

- Are your personal values, beliefs and attitudes compatible with the characteristics of community development?
- Do you have a vision for your community that you want to share with others?
- Are there other individuals currently carrying out this role with whom you could work?
- Can you motivate people and express ideas well?
- Will your acting as a catalyst result in a real or perceived conflict of interest?
- Are you able to balance the role of community catalyst with your other personal and work responsibilities?
- Do you have the flexibility and time to participate in meetings that may fall outside of standard business hours?
- Are you aware that community development takes time and that you may not see instant results?
- Do you believe you have credibility within your community? Why?

If you are going to pursue the catalyst role on behalf of an organization, you should also think through the following questions:

- Are the values and culture of your organization compatible with the characteristics of comm development?
- Does your organization have a vision for the community that it wants to share with others?
- Are there other organizations currently carrying out this role or that might work well in a partnership?
- Will your organization value your role as a catalyst and provide you with the time and resou needed to carry it out effectively?
- Will your organization acting as a catalyst result in a real or perceived conflict of interest situation?
- Does your organization understand the flexibility that will be required in terms of hours of w
- What are the organization's expectations for results? Is there an understanding that community development takes time and that you may not see immediate results?
- Do you believe your organization has credibility within the community? Why?
- Is the organization willing to promote and support a process where they will share power an decision-making with a cross-section of individuals?

You may not be able to answer all these questions on your own, or you may want to confirm yc answers with others in your organization before continuing.

Appendix G

Attitude, Knowledge and Skills Self-Assessment

Please fill in the following assessment by putting a check mark in the space beside each item that best reflects your own situation.

Community Development Attitudes	In Place	Requires Theoretical Learning	Requires Additional Practical Experience
Respect for the individual, group and community			
Strong sense of responsibility and commitment			
Empathy (understanding where others are coming from)			
Openness to look at alternate solutions, new opportunities			
Patience, perseverance and endurance			
Creativity and innovation			
Willingness to participate without always having to lead			
Trust in others			
Self-confidence			

Community Development Knowledge	In Place	Requires Theoretical Learning	Requires Additional Practical Experience
Knowledge of the community			
Knowledge of social, economic and environmental development			
Knowledge of partnerships			
Knowledge of group process and dynamics			
Knowledge of team-building			
Knowledge of problem-solving and decision-making processes			
Knowledge of project management			
Knowledge of financial management and fund-raising			
Knowledge of training and skill development methods and opportunities			
Knowledge of organizational development and design			

Community Development Skills	In Place	Requires Theoretical Learning	Requires Additional Practical Experience
Communication skills			
Facilitation skills			
Team-building skills			
Research, planning and evaluation skills			
Problem-solving and conflict-resolution skills			
Management skills			
Organizational design and development skills			

Appendix H

COMMUNITY DEVELOPMENT WORKSHOP EVALUATION

Please take a few minutes to answer the following questions. Your responses will assist us in improving the package for future delivery.

Was the workshop of benefit to you? Why?

What aspect of the workshop did you find the most useful?

What improvements would you suggest?